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ABSTRACT

This project was designed to stimulate the fullest and most rapid possible utilization of the Parent/Child Toy Lending Library. The Library is an eight-week course for parents of pre-school children. Parents learn how to teach concepts such as color matching, auditory discrimination, problem solving, and motor coordination using eight basic toys which can be borrowed from the Library. The activities to implement this program were planned in three phases. Phase I involved meeting with persons responsible for early childhood education to demonstrate the program and provide materials for use in Toy Library dissemination activities to their respective clients. The objective of Phase II was to establish 10 to 15 toy libraries in non-traditional educational settings, including public libraries, church groups, and day-care centers. Phase III would construct a network of consultants to train teachers/librarians to conduct the course for parents. Evaluation data from questionnaires elicited some criticisms of the program: the quality of the toys, the orientation for young children, and inadequate publicity. (Author/JAB)

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Final Report

A PROJECT TO SUPPORT A UTILIZATION PROGRAM FOR THE PARENT/CHILD TOY LENDING LIBRARY

Funded through a research and/or related activities grant
from the National Center for Educational Communications
(N.C.E.C.)

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Introduction

Through the resources provided by a grant received from the National Center for Educational Communications (FY 1972), the Far West Laboratory was able to develop a dissemination/information project designed to stimulate the utilization of the Parent/Child Toy Lending Library which had been developed at Far West Laboratory.

The development of this dissemination/information effort was motivated by the recognition that a major problem in education today arises from the difficulty of assuring the utilization, on a broad-scale, of educational products and materials developed through valid research and development processes. We believe that in order to achieve such broad-scale use, a dissemination plan must be based on the assumption that a major innovation in education will be adopted only if it can be demonstrated that it has a relative advantage over current practices; that it can be perceived as being compatible with existing values and habits; that it is relatively simple in its features; that it is adaptable to practical or trial adoption; and that it can be easily understood and described to others. The activities planned and conducted under this project were designed to provide prospective users with objective information that conveyed those features of the Parent/Child Toy Lending Library which facilitate its adoption.

The activities planned for this utilization project proposed three-phase support for the Parent/Child Toy Lending Library through dissemination, demonstration and training:

1. Dissemination: (a) In all 50 states, to meet with and demonstrate the program to key people including:

   - persons responsible for early childhood education in the respective State Departments of Education;
   - persons responsible for early childhood education and parent involvement in the Regional Offices of Child Development;
   - persons responsible for early childhood education training programs in selected colleges and universities;

   (b) to provide materials to these key persons and agencies for use in Toy Library dissemination activities to their respective clients.

2. Demonstration: To establish 10 to 15 toy libraries outside of the traditional educational setting. This effort would include public libraries, church groups, service clubs, labor unions, day-care centers, private preschools, etc. The staffing of these libraries would be provided by the agency, with the grant covering the cost of the toys, training, and (in some cases) rented or loaned equipment. Support would be given only to non-profit agencies.

3. Training: To construct a network of consultants who would provide training for the Toy Library teachers/ librarians necessary to conduct the course. Under support of the grant, each consultant would then offer five days of training support to the first 100 communities that want to establish Toy Libraries.

The objective of the total plan was to bring about the fullest and most rapid possible utilization of the Toy Library and to create an effective system for training future "librarians."

PROGRAM BACKGROUND INFORMATION

The Parent/Child Toy Lending Library was developed by the Early Childhood Education Division of the Far West Laboratory for Educational Research and Development. At the time the Toy Library project was undertaken in 1969, it seemed likely that Head Start would continue to educate some children, and that day-care services would be expanded. However, it also seemed evident that these programs and facilities would not serve most three- and four-year old children. Since public schools do not have the financial resources, the teachers, or the space to offer a three-hour classroom program for these children, an alternative program with modest resource requirements had to be devised and tested.

The Parent/Child Program is primarily planned for parents of pre-school children...

- to enhance parent/child relationships;
- to train parents to help their children develop intellectual skills;
- to stimulate parents to take an active part in the educational decisions that affect their children.

Since the program is also valuable in training assistant teachers and aides, volunteers, or anyone who works with young children, it may be possible to include such people in initial training sessions. Teachers are especially interested in learning experiences that build specific skills in language development, problem solving, sensory awareness, and fine motor coordination. It also provides program content that builds self-image for the child and his family.

The Parent/Child Toy Lending Library is an eight-week course (about two hours each week) for parents of pre-school children. The course can be conducted in a variety of settings--schools, business or industrial sites, community centers, day care or home care programs, churches, and public libraries. Any local community person can operate the course after completing a brief training workshop.

Eight basic toys are used to teach different concepts and to enhance language development. At the course sessions, parents learn to work with the toys and games and then borrow them to take home to use with their own children. After completing the course, parents are free to borrow these toys, as well as additional toys, just as one would borrow a book from a library. For each toy, there are easy-to-follow directions for several learning activities that teach specific concepts and skills. The eight basic toys and associated concepts and skills are:

1. Sound Cans - auditory discrimination.
2. Color Lotto - problem solving, color matching.
3. Feely Bag - tactile discrimination.
4. Wooden Table Blocks - relational concepts.
5. Stacking Squares - problem solving, relational concepts.

6. Bead-o-Graph - visual discrimination, motor coordination.

7. Number Puzzle - numerical concepts and counting.

8. Flannel Board - size and shape concepts.

Each parent taking the course receives an easy-to-read Parent Guide explaining different games at different levels of difficulty to play with each toy. At the course sessions, parents view filmstrips showing several different adults playing the games with their children. Those taking the course practice playing the games and discuss the methods involved. Course sessions are also planned to allow plenty of time for parents to discuss their own problems relating to education or child growth.

The course leader/librarian, needs a training course from the Far West Laboratory. He/she must also be provided with a librarian guide, a 20 minute color film, and eight filmstrips with cassette tapes that describe possible uses for each toy.

The Toy Library program conforms to the major objective of all the early childhood education activities of the Laboratory, that is, the development of an educational program for children from ages three through nine that is more responsive to their needs than most current educational programs. Classroom organization and teaching procedures are responsive to the child when the learning environment satisfies the following conditions:

1. it permits the learner to explore freely;

2. it informs the learner immediately about the consequences of his actions;

3. it is self-pacing, with events occurring at a rate determined by the learner;

4. it permits the learner to make full use of his capacity for discovering relationships of various kinds;

5. its structure is such that the learner is likely to make a series of interrelated discoveries about the physical, cultural, or social world.

The activities within such an environment are autotelic; that is, they:

- are self-rewarding;
- do not depend upon punishments or rewards;
- help the learner develop a skill, learn a concept, or develop an attitude that is useful in some other activity.

Autotelic activities are designed to reduce the rewards for success or the punishment for failure to limits tolerable for the learner and society, so that the learner can master some skill that is useful in life. Often such skill mastery cannot be gained through direct experience because the cost of failure proves to be too great.

The program also responds to children by taking into account their cultural backgrounds and life styles. It uses culturally suitable supplementary materials whenever possible; encourages the use of the child's language in school; and recognizes that the competencies children have developed may be different, depending on their environment and background, and that these differences should in no way label the children as being "deprived." The parents are the persons who should be responsible for the education of their children; thus they should be involved in the making of appropriate decisions that affect their children's education.

The long range objective of the Responsive Program is to contribute to the education of young adults who can solve a variety of problems and who have the self-confidence to attempt new activities when there is a reasonable chance of success. This objective means that education must not simply be concerned with the intellectual development of a child, but must help him either to maintain a healthy self-concept or to develop one, as it relates to school and learning. These objectives for a program for young children mean that adults must, of course, help the child learn specific skills, concepts, and problem-solving techniques; but the major concern is to help each child learn how to learn rather than to teach some specific content. Since a major objective is to help a child maintain or develop a healthy self-concept, the way he learns and what he learns must be judged with a view to the possible effect that the process or content might have on the child's self-concept.

METHODOLOGY AND PROCEDURE

There were three major components contained in the Toy Library Grant: dissemination; demonstration; and training. Each component had a different purpose, but all three were interrelated. The interrelationship is contained in the strategy used in all three components to develop intermediate or "linking agents" as contacts to extend information about the Toy Library to others. The implementation strategy designed for each component was:

Dissemination

1. Contact by letter and/or phone would be made with each of the 50 SEA's in order to determine interest in participating in the Toy Library dissemination effort.

2. The 30 SEA's demonstrating the most interest would be selected for participation in the dissemination effort.

3. An orientation session on the Toy Library would be conducted at each of the selected 30 SEA's. Early childhood education staff members and other interested persons would be invited to the sessions by the SEA representatives.

4. For those SEA's with interest in participating, sufficient materials would be provided to enable them to send out information about the Toy Library to an average of 1,000 contacts; they would be supplied with a print of the 20-minute film, "Learning and Growing and Learning," which describes the basic concepts of the Toy Library; they would be given a packet of the eight basic toys along with copies of the printed materials that describe how to use the toys and how to implement a Toy Library; they would be provided with a set of the eight filmstrips and audio tapes accompanying the toys for visual and audio training in the use of the learning episodes; and installation training would be provided for staff members when requested.

It was anticipated that SEA staff representing early childhood, adult education or parent involvement would utilize such materials in making presentations to their constituents. The contacts and follow-up orientation sessions with the SEA's would be spaced over the grant year, with priority given to states that had not previously had much contact with the program but had indicated interest. Contact with all SEA's was intended to be prior to December, 1972. Secondary dissemination and installation activities were to follow as quickly as possible. By the beginning of 1973, consultants would be available for the training of prospective librarians who had identified themselves through the pruchase of Toy Library materials and/or contact with the Laboratory for training.

On an optimum projection, it would be possible for the linkers established through the 30 SEA's participating in the secondary phase of the effort to disseminate information about the Toy Library to 30,000 potential users.

Demonstration

The goal was to set-up demonstration sites in 10 to 15 different locations which would represent a wide variety of potential users. For example, two or three sites might be operated by the public library systems in several different communities. In other cases, sites might be established through service clubs, churches, child care centers or other preschool settings, hospitals, settlement houses, housing developments, Model Cities or urban renewal recreation agencies, adult education centers, or homes for unwed mothers.

Sites would be selected on the basis of:

1. Demonstrated capacity to provide local leadership (the teacher/librarian);
2. Evidence that parents in the community were interested in having a Toy Library and were willing to participate;
3. A large enough population to insure the possibility of year round use of the library;
4. A willingness to assume responsibility for the care, repair and replacement of Toy Library materials;
5. Other selection criteria such as geographic location, size, and age of community, ethnic representation, etc.

Each site would be visited at least twice by Far West Laboratory staff in order to offer assistance and to gather data for evaluation.

In order to support the primary goal of the demonstration sites--to spread adoption of the Toy Library program to similar agencies through interested persons' visits to the sites, dissemination of information about the site activities would be made through in-house distribution channels and with other communication media. Teacher/librarians at each of the demonstration centers would receive installation training. According to the specific needs at each site, the necessary materials would be provided--both hardware and software.

Training

1. A group of 20 consultants would be selected from a list of persons who had been involved with the Responsive Head Start or Follow Through Programs, or who had knowledge and experience in the fields of early childhood education and parental involvement, or who were affiliated with a college or university,

regional office, or renewal agency involved in providing services to parents.

A second criterion for selection would be based on the person's connection with an agency which was in a linking role serving potential users of the Toy Library. For example, they could be people from University extension services, Boards of Co-operative Services, State Department Regional Offices, social service agencies, SEA's, public libraries, etc.

2. The consultants selected would be invited to the Laboratory for a five-day training session in procedures for implementing the Toy Library Program. The training would be scheduled for two separate groups of 10 each. The first training cycle would begin within 30 days of the beginning date of the grant, thus providing some consultants available for training of teacher/librarians before summer, 1973.

   The second training cycle would be conducted during the summer of 1972 in order to accomodate those persons selected who could not attend a session until summer vacation periods.

3. These trained consultants would then be expected to arrange for training teacher/librarians in up to 200 communities in which such training was most needed. The participating communities receiving this assistance would be selected on the basis of the following criteria:

   a. Evidence of parent interest and desire to participate.

   b. Geographic spacing designed to provide accessibility to a large number of users and visitors.

   c. Socioeconomic factors to assure a broad variety of ethnic minority and low income groups served.

   d. Sufficient numbers of parents available to insure year round use of the Toy Library course.

   e. Capacity to handle (or learn to handle) local dissemination of information about the program.

   f. Willingness and ability to handle visitors, inquiries, etc.

   g. Willingness to cooperate in the collection of evaluation data.

   h. Adequate facility to house the materials, store audio-visual equipment, etc, and ability to provide for repair and/or replacement of equipment and materials as required.

i. Provision for recruiting and arranging for training of local teacher/librarians.

4. Acceptance as a demonstration site would entitle the site agency to obtain the services of the consultant at no cost except for compensation for travel and per diem where required.

With the consultant training program implemented as projected by this utilization effort, it was anticpated that at least 100 teacher/librarians would be trained. Requests for such training routed to the Laboratory would be evaluated, and those accepted would be referred to the nearest available consultant.

OUTCOMES

Implementation of the proposed dissemination/utilization activities of the Toy Library Grant resulted in the following outcomes:

Dissemination

1. A letter, along with program descriptive materials, was mailed to each of the 50 SEA's with a request that it be forwarded to the appropriate staff member responsible for the early childhood education program. (See Appendix A for sample of letter.) After a period of four weeks, a follow-up phone contact was made directly to those SEA's who had not responded to the letter.

   As a result of this letter and phone contact, 35 of the 50 states contacted responded. (See Appendix B.)

2. From the 35 responses received, arrangements were made for staff visits to 30 of the agencies, and orientation sessions were conducted at 23. The number of persons attending these sessions ranged from a high of 700 in the State of Washington to as few as five in some states. A total of 1,500 people attended SEA orientation sessions.

   The orientation sessions conducted in the 23 states (See Appendix B) included the following items:

   I. A display table exhibiting the eight basic toys, the Librarian Manual, the Teacher Assistant Handbook, both of the Parent Guides, the Installation Guide, the training filmstrips and tapes, Toy Library materials cost sheets, and other information brochures.

   II. A brief overview of the Far West Laboratory's Program leading to a description of the Early Childhood Education Division.

   III. Introduction of the Parent/Child Toy Lending Library Program.

      1. Introduction and showing of the film, "Learning and Growing and Learning," with discussion and interpretation of the film's purpose.

      2. Showing of the IDI filmstrip which gives a composite description of the Parent/Child Program as a course and provides motivation for discussion of alternative uses of the Program.

      3. Discussion of the purpose and availability of written materials.

4. Demonstration of two toys and showing of training filmstrips and tapes associated with these toys.

5. Discussion of the Toy Library training needs with emphasis on toys as vehicles for helping parents develop cognitive rapport with children.

6. Discussion of availability and use of FWL staff members or trained consultants as resource people to SEA staffs and other related state agencies.

IV. Each session concluded with an invitation to seek more information through questions directed to the FWL representative or follow-up contacts with SEA and/or demonstration sites.

3. In each of these 23 SEA's, the following dissemination materials were supplied at their request:

a. Handout information for 1,000 contacts.
b. A print of the film, "Learning and Growing and Learning."
c. The IDI descriptive filmstrip and tape.
d. A set of the eight basic toys.
e. A set of the eight instructional filmstrips and tapes.
f. Copies of the manuals.
g. Copies of the Installation Guide.

Demonstration

Key organizations were contacted in target areas and invited to participate in the dissemination effort as demonstration sites. Those organizations responding were screened according to the established selection criteria and the 14 sites were established. (See Appendix C for names and addresses.)

Each demonstration site was given as many as 20 sets of the Basic Toys, one set of Loaner Toys, audio-visual and written materials necessary for dissemination and training, and installation training for the teacher/librarians. Of the 14 sites selected, 13 have indicated plans to continue and/or expand their operations for the 1973-1974 year. The Far West Laboratory site had to be discontinued because of lack of funding.

An initial visit was made to each site for training/installation information and a FWL staff member visited each site to collect evaluation data during the final weeks of the grant implementation.

A concerted effort was made by the Laboratory staff to generate publicity for the Toy Library and demonstration sites through various

communication media. For example:

- An article about the Toy Library Program appeared in the August, 1972 issue of Woman's Day. Almost 3,000 inquiries were received and responded to. The responses included information as to demonstration site locations and schedules.

- The program was publicized on Santa Rosa, California TV, and San Francisco KQED-TV.

- Two local radio shows were presented when the Columbia, South Carolina site was established, and announcements regarding the Toy Library were interspersed throughout the day.

- Newspaper articles appeared in the Reno, Nevada Press; the San Francisco Chronicle and Examiner; the New York Times; the Pittsburg, California Dispatch; the Detroit Free Press; and, the Salt Lake City, Utah Tribune.

- There were also magazine articles in the Saturday Review of Education, National Boys Club Quarterly; Bank of America Quarterly; Catalyst for Change; American Education Young Children; Ad Hoc - National Urban League; Commentary; Ohio University Press; ASCD Newsletter, Illinois; and Children's Bureau.

In addition to the 14 demonstration sites, several Toy Libraries were installed in some non-educational sites as a result of efforts associated with the grant. The Adeline and Ashby Branch of the Bank of America in Berkeley, California, has established a successful Parent/Child Toy Library course. The United California Bank in San Francisco is considering the installation of the program. General Learning Corporation, Morristown, New Jersey, the commercial distributors of the program, incorporated Toy Library materials in their day care center for employees.

In addition to the demonstration sites and the private sector activity, several colleges and universities have been actively involved in the dissemination effort. At the time of the grant's termination, six educational institutions had incorporated Toy Library materials as part of their curriculum in Early Childhood Education. (See Appendix D.)

Training

During March, 1972 a training session was conducted for ten consultants by Mrs. Patricia Johnson, FWL staff. Another training session was conducted in June 1972, to include university and college staff who expected to install the program in their institutions. In the first case, the grant staff selected and paid for the participants' travel and per diem. The second session was initiated in response to interest of the participants who paid their own expenses.

Out of 25 persons receiving training, 14 were certified to conduct installation training for teacher/librarians. It was necessary to do some further screening, and in some cases, other employment or personal commitments required people to abandon the training.

The Laboratory has utilized these consultants for about 85 of the projected 100 days planned to conduct SEA and OCD training sessions, training for teacher/librarians, and presentations for information/orientation meetings. (See Appendix E for list of consultants.)

EVALUATION

Questionnaires were developed for each of four categories of participants in the Toy Library Dissemination/Utilization effort. These categories include:

1. State Education Agencies (SEA's)
2. Demonstration Sites
3. Colleges and Universities
4. Parents enrolled in the courses

State Education Agencies (SEA's)

Questionnaires were sent to the 23 SEA's who participated in the secondary dissemination effort as outlined in the grant provisions. (See Appendix C for questionnaire sample.) Responses to the questions were as follows:

1. How many professional educators have asked to look over the Toy Library materials:

None	1-5	6-10	11-20	Over 20
3	5	1	1	10

Comments:

Michigan: There were 8 requests - who saw them in the school district I don't know.

Colorado: We have only had the materials for two weeks.

Massachusetts: At least 200 have looked over the materials.

Washington: Many more through state PTA. Many more through Intermediate School Districts.

2. Did anyone from outside the SEA ask to review the Toy Library materials?

YES	NO
17	3

If yes, please specify who:

North Carolina: Administrators, Teachers and parents in public schools.

Idaho:	Boise State College Adult & Vocational Education Department
Connecticut:	Community College Coordinators of Child Care Courses Early Childhood Education Instructors - Community Colleges Home Economics Teachers Day Care Directors Head Start Program Staff
Hawaii:	State 4-C Committee Members (31)
New Hampshire:	College Students Day Care Personnel Teachers
Oregon:	Migrant Preschool Workshops School Districts Home-based Kindergartens State Staff - Day Care
Michigan:	School Districts Public Libraries Headstart Programs
Oklahoma:	Federal Programs Public Schools Project STAY
Wyoming:	School Districts
Louisiana:	School District Supervisors Head Start Personnel University Instructors
Texas:	School Districts Office of Early Childhood Development Director Field Services for State Library Model Cities Program
Ohio:	Jewish League of Women Voters
Massachusetts:	Superintendents and Principals
Washington:	Head Start Directors State & Local PTA's
Georgia:	County Schools
New York:	Public Schools All of the SEIMC Affiliates
Akansas:	Local PTA's

3. To your knowledge, have any Toy Library Programs been started as a result of these exposures to the Toy Library materials?

YES	NO	Info not Available	No Response	# of Toy Libraries
8	8	3	1	39

Comments:

Idaho: A Toy Library Training Session scheduled for June (1973).

Connecticut: Expect two installations for next fall (1973).

New York: Most are waiting until next fall.

4. In which of the following ways can professional educators find out about the Toy Library materials at your State Department?

SEA Newsletter	SEA Direct Mail	SEA Meetings	Local News Media	Word of Mouth	1-3 day Workshop
9	9	10	2	18	5

Comments:

Connecticut: Exhibits at teacher conferences
Area mailings.

Hawaii: Meetings of other agency and organizations.

New Hampshire: Early Childhood Newsletter - State affiliate of NAEYC

Wyoming: Borrow and preview materials.

Colorado: Through review of materials at Special Education Instrutional Materials Center

Washington: Through fourteen Intermediate School District Offices
State PTA Organizations

New York: Parent and professional IMC Newsletters

5. In your opinion, is the State Department an effective vehicle for informing professional educators about this program?

One of the most effective	Fairly effective	No	Info not Available
13	6	0	1

Comments:

Hawaii: To provide information to key planners/ coordinators/implementers.

Massachusetts: Especially with Regional Offices.

6. How much time is required to monitor these Toy Library materials at your State Department?

Less than 1 hr. per week	1 to 3 hrs. per week	4 to 6 hrs. per week	More than 6 hrs. per week	No Response
10	5	1	2	2

Comments:

Connecticut: ....or more! Secretary and evening time needed for coordinating film, dates, etc.

Washington: Much more out in 14 ISD's.

New York: It is done in conjunction with the rest of our Library which is open 8 - 5, Monday thru Friday.

7. Is this more time than you (or anyone else in your organization) is able to spend?

NO	YES	No response
19	5	1

Comments:

Idaho: Yes, but we work it in.

Connecticut: Decidedly - Need part time helper and have some good applicants.

8. Have you had any of the following problems since receiving the Toy Library materials? (Check any problems you've had.)

Materials returned in poor condition	Materials Lost	Explaining Program To Others	Keeping Track of Materials	Not enough Materials for Needs	None Checked
2	2	3	4	6	9

Other problems you have experienced:

North Carolina:	The film has not been too well accepted by school people, mainly because it emphasizes negative aspects of educational strategies.
Idaho:	Too early to tell. Scheduling may be a problem.
Connecticut:	Need for separate box with cover for each toy and suitcase for all.
	Need leadership training in Connecticut.
	Could use two sets - one for south area.
Hawaii:	Written directions too complicated for disadvantaged parents.
	Filmstrips most effective.
	Eight consecutive meetings difficult to arrange as parents had other committments and accordingly, could not attend several meetings; 8 weeks too long a period.
Oregon:	Need more time myself for this task.
Oklahoma:	Above items have not been problems so far. Possibly when we have more requests we will need to deal with such.
Wyoming:	Shipping demonstration set to schools.
Massachusetts:	Some of the materials are not a good measure - Example: sound cans.
Washington:	Time for LEA workshops. Trained personnel to conduct workshops in depth.

New York: We need data to back up FWL statements & any information on your use with handicapped children.

9. To your knowledge, as a result of the Toy Library training conducted by FWL in your state, how many Toy Libraries have been started?

Number: 16
No answer: 3

Comments:

North Carolina: None, but interest is growing.

Idaho: 1 pilot. Others scheduled for fall.

New Hampshire: Several in the preliminary stages but contingent on funding.

Oregon: I don't know this -- information should show up on fall reports from our school districts (1973) when we get reports on new programs.

Oklahoma: None started at the present time. Some groups are considering the use of the program.

Massachusetts: I cannot be sure of the number as yet.

Washington: Many!

Arkansas: I am not in a position to know the number of libraries that have been started.

10. Additional Comments?

North Carolina: Next year should produce great impact in exposure and utilization of this concept. The response this year was most gratifying!

Idaho: Boise found that mothers are not too interested in a summer program. Thus the pilot program with Toy Libraries scheduled for Fall. All sets of Toys now on loan to Boise. Rather closely scheduled, but will go to Lewiston in June.

Connecticut: Connecticut could not take full advantage of last October's Northeastern Region FWL training for Toy Library because we received notice of the date too late. We tried to get Dr. Elliott Williams for consultant and we were unsuccessful. Can you help set up training course in Connecticut for leaders this summer? I could find site. How about a three day workshop with parents as well as teachers -

maybe a group of 15 in Hartford area?

Hawaii: Mrs. Rimi Matsuda, Project Manager Head Start Supplementary Training Program, has introduced the Toy Library Program as one way of reaching parents. On Oahu she utilized two Follow Through Teacher Aides to conduct the programs at Windward Oahu and Honolulu. On Hawaii (island) a day care director, Betty Nagao, conducted the programs.

New Hampshire: I wish that I had spent more time on the Toy Library. Made lots of contacts, but I really didn't support them enough. Somehow we get "bogged down" with paper work and let the important things slide.

West Virginia: Materials just recently received - no notices have been sent out to inform interested personnel; therefore unable to respond to questionnaire. There are numerous sets of materials in the State--a training program for the use of materials is needed.

Oklahoma: I would appreciate information regarding training sessions you hold for "trainers-of-trainers." I believe we could benefit from this type of training as we promote interest in the Parent/Child Toy Lending Library Program.

Wyoming: The idea is catching on around the state and I anticipate greater activity in the year '73-74. (Requests are coming in for next year.)

Massachusetts: Many good aspects to this program.

Washington: Lots of potential!

Georgia: The Department was not furnished with Toys. Books and pamphlets only were provided.

Arkansas: Plans are underway for making available the Toy Lending Library set we have in the Department of Education. I have been involved in methods and techniques of understanding the overall program designed for preschool children.

Demonstration Sites

Verbal evaluation interviews were conducted at 12 of the 14 demonstration sites established through the grant.

An interview form was utilized by the staff members conducting the interviews in order to assure consistency in the evaluation items and response formats. Following is a summary of the responses to the questions asked:

1. On the average, approximately how many people visit the demonstration site each week?

None	1 to 5	6 to 10	10 to 20	Over 20
1	7	1	2	0

Comments:

Highland Park Nursery: Michigan — They come in groups and singly, spread over a period of time.

Kauai, Hawaii: For these people it has been more appropriate to send the director, or community worker to answer inquiries. After one year almost all public and most private institutions that deal with children have been contacted.

2. How many courses have you taught so far?

25

Comments:

Kauai, Hawaii: The program is not conducted alone, but as part of a total parent program. For example, the community worker carries on classes for parents in their homes, the teacher includes it in a daytime parent class in crafts and it is also used with parents who assist in the preschool classrooms.

3. During what hours were these courses conducted?

Morning	Afternoon	Evening
6	8	8

Comments:

Nanakikapono School: No set time--met with parents

whenever they were there on two days a week--had lunch and talked very informally.

4. Approximately how many parents have been trained?

   302 parents

5. Approximately how much time did you spend recruiting parents to participate?

   - Ranged from 10 to 50 hours.

Comments:

Highland Park Nursery:	Surveyed 80 parents during pre-school program and parent conferences. Drew from requests generated.
Nanakikapono School:	No need--they come to school.
Kauai, Hawaii:	Word-of-mouth--parent to parent and community worker included it in her contacts.

6. What method(s) did you use to recruit parents?

Newpapers	4	Personal Contact	9
Radio	3	Cards	0
TV	1	Brochures	2
Mail	2	Posters	2
Telephone	5	No response	1

7. Did any of the following restrict your recruiting activities?

	YES	NO
Your location	1	8
Time for course	3	7
Transportation	2	7
No response		

8. Did any parents drop out?

   Yes 8

   No 3

   If yes, how many? 34

Comments:

Nanakikapono School: Some came and went.

Kauai, Hawaii: Enrollment was not that formal.

9. Why did they drop out? (Check as many as apply.)

Course at inconvenient time	No transportation	No baby sitter	T.L. not appropriate	Not interested	Wanted more information
2	3	1	1	3	0

Other: Some later found they didn't have time for it.
Death - separated, etc.

10. How many parents have returned to the demonstration site after completion of the training?

53

Comments:

Just completed training.
Haven't set up permanent site yet - will do by September '73.
Some are now paid parent aids in K-4.
None. We took toys into area in which participants lived.
Our site is within a large area covered by the project.

11. Were any of the parents in these courses recruited through other parents?

Yes 7

No 3

If yes, how many? 39

Comments:

All parents were recruited through local Headstart Center parent meetings. Word-of-mouth talk has spread to our other Headstart centers (27 in all) and many parents are requesting the training course.

Through teachers.

A case of parents encouraging each other--somewhat like a large family.

12. Did you use the method suggested in the Librarian Manual to structure your courses?

Yes 9

No 0

Sometimes 2

If no, what method did you use?

- The suggestions were most helpful and provided us with a framework to work within.

- As the evaluator, I would judge from a conversation with the director that the people who were trained are doing a great deal of the program based on their own knowledge and experience and using some of the toys.

13. In your opinion, did parents like the course?

Yes 12

No 0

Comments:

- Warmed up as course progressed--built friendships.

14. What criticisms have you heard from parents?

- There should be a Toy Library for older children.
- The materials should also be in Spanish.
- Toys should be more culturally oriented.
- Toys should be better packaged - shouldn't be given out in plastic bags.
- The Toy Library should be publicized more.
- Some parents want to keep the toys longer.
- Hard to find and return all pieces of various toys.
- Keeping track of toys.
- Course needs more variety.

15. What criticisms have you heard from visitors?

- Toys were not well constructed.

16. How much time did you spend completing records?

- Hours average 5 1/2 hours during course.

17. What problems did you have in getting visitors and parents to complete forms?

- When parents miss the last class.
- Parents did not like having to do "book" work.

- We compiled (parents) individuals weekly diaries.
- Getting forms filled in by parents who drop out.

18. What, if any, problems have you encountered in operating the Toy Library Site?

- Getting a room of an appropriate size.
- Difficulty in getting films and supplies on time.
- The lack of time.
- School District slow in authorizing program.
- Control by Central District has been a problem:

    a. Late start.
    b. Refusing parents from outside district.
    c. Promised librarian participation in recruitment, then didn't consult her when notice was made up.
    d. Inadequate supplies.
    e. Poor time of day (schedule).
    f. Administrator did not include librarian and parents in planning.

- Locking up toys.
- Keeping track of game pieces.
- Setting up and taking down Toy displays.
- Difficulty in getting films.
- Parents did not want to role play.
- Hard to get parents to come to class.
- Recruiting people other than middle-class parents.
- Lack of staff time for follow-up.
- Lack of permanent library site.
- Loaner set not circulated.

19. Do you feel additional assistance is needed from the Far West Laboratory to operate the site?

Yes 4

No 6

If yes, what kind of assistance?

- A full-time aide or S.C.R.- or more training for a full-time aide.
- Some more training.
- Training for Early Childhood Staff.
- A cassette player.
- Needed a film strip projector.

20. Do you have any additional comments.

FWL: The parent guide in Spanish came out too late for it to be of any use to me or my parents. The parents who understood only Spanish, missed alot, because since I don't normally use many of the technical words used in the course, I didn't know how to translate them. They (the parents) weren't able to understand

the film, "Learning and Growing and Learning," the casettes which give instruction on the use of the toys, the hand-outs (Discipline Means to Teach, Developing a Positive Self-Concept, Toys as a Learning Tool, etc.), the Toy Library Brochure, or the evaluation forms, because all of them were in English only.

I think that the Toy Library is a good idea, but it's obviously not for Spanish speaking people, because, what good is it to have people that you can relate to in the filmstrips if the material is in a language you cannot understand.

Highland Park Nursery: Our district is interested in continuing and expanding the program.

Cather Elementary School: I would like to see the Toy Library operated full-time.

Stevens Headstart Center: We are most enthusiastic about the response of parents to the program. Their interest, discussion, questions, etc., evidenced their support of this program. The various films shown provided them with the opportunity of discussing other concerns they had with their children's development.

James Hennigan School:

1. Site - Kindergarten classroom is used. Toys are kept set up on a separate table with handouts from the Laboratory Librarian uses toys with children in her classroom.

2. Training - Librarian attended course run by Fred Harvey, and one run by Stan. Found them radically different but each good in their own way.

3. Librarian - Ms. Bedrick is most enthusiastic, loves her work at this school. Seems perceptive and "with it." Should do an excellent job. Has a parent assisting her who is a leader in the parent council. She also is most enthusiastic.

4. Administrator - Principal at the school is a real pill! Most unimpressive and not well liked by staff. Coordinator from central district perceives herself as a mover. Didn't talk with her long enough to get any feeling about her. I was not impressed with support she has given site and her general interaction with site.

5. Future of Site - Good. Librarian at Hennigan is set to run library next year. New site at Tynan just starting with Judy Mecurio as Librarian. No thought yet about what will be done over summer. Good set up for visitors for librarian has teaching duties which can be switched around to accomodate visitors.

Recruitment - Librarian wrote a second notice and had it translated into Spanish, after first notice authored by District had brought little results. Shouldn't be problem there to continue classes. Librarian enthusiastic and good parent working with her.

Toys - No problems at this point.

Follow-up - Some question regarding library over summer. Librarian will be away. Parent offered to keep library open for parents to borrow toys. Will have to check with coordinator of summer programs to see whether they can have a room.

Assessment of Site - Definitely should be given support next year. We should get good publicity out of site. Librarian good representative for us. Nice set-up, with parent as co-librarian. Parents are paid $3.25 an hour or $6.50 a session to attend.

St. Paul of the Apostle:

Site - No room set aside but no room available in school. Space at a premium. No active recruiting appears to have been done. Site in Puerto Rican area of city where once kids get home at 3 p.m. they are kept inside. Found needed at least one librarian to be bilingual. 2 of 6 parents spoke only very little English. School looks good, old but alive. Good administrator.

Training of Librarian - Administrator very pleased with Ed Taylor's job. Came on three Saturdays. Gave very practical course including how to run audio-visual materials. Really helped administrator by diminishing need for her assistance.

Librarian Selected - Administrator had asked Montessori teachers for recommendations. I was most impressed by the two mothers selected. Both have not worked or been out of their homes for last 5-8 years while rearing children. Both indicated that running course had been good experience for them. Both very shy; hired at home -- cooped up! Good challenge--scared at first, but after first week all went okay. Both now interested in being considered as teacher aides. Feel they have grown considerably with experience. Both very conscientious - work well together. Made little demands on administrator - handled well by themselves. Administrator felt might have dropped course at first if not "ladies"

but stuck with it and now visibly much more self-confident.

Administrator - Good, capable! Very supportive but in background. Came to first class to see what support could be given. Set up equipment, arrangements, etc. so librarians would be independent - "running own thing." Impressive woman! Had had another Sister assigned to help but was transfered to Texas. Felt good training very important and the training done was excellent.

Future of Site - Three parents signed up for fall. One librarian moving to New Jersey, one going to Puerto Rico for summer and may stay. Discussed problem with two librarians and administrator. They will look at possibility of one of parents who has been through class. Two good candidates but may be too busy. Two who are Spanish are too shy but Dr. Wallace and I discussed possibility of having them be assistants, having experience draw them out. No decision reached. Told them toys would be left, but questionable about continuation of grant. I indicated that there was a high probability that we will ask for follow-up information next year. Dr. Wallace is trying to get the two librarians to train new librarians before they leave. We should call her in a couple of weeks to check on situation. See what assistance we can provide.

Flagstaff:

We have begun, and will continue, to broaden scope of material covered in sessions - to include books and stories, cooking with children, arts and craft projects, etc. The principles of Parent/Child Toy Library can be reinforced with variety of content.

A session conducted for parents of mentally retarded children was highly successful! Toy Librarian Judi Dalton said goals were somewhat different for her group. Greatest achievement was in area of parent/child relationships. Many had not really come to grips with parenting an exceptional child. The groups support was great. They also built a number of the toys.

Colleges and Universities

In addition to the SEA's, demonstration sites and private sector activity, several colleges and universities have been actively involved in the dissemination effort. At the time of the termination of the grant, six of these educational institutions had incorporated Toy Library materials as part of their curriculum in Early Childhood Education. Three of these institutions responded to a brief questionnaire about their activities. The responses were as follows:

1. How do the Toy Library Concepts fit into your course(s) in Early Childhood Education?

   Memphis State University:

   The Toy Lending Library stimulates the university students to plan, prepare, and evaluate their own instructional material as well as the materials of other students and commercial companies. The organization of the materials encourages understanding of specific conccepts taught to young children. In addition, the Library suggests how learning packets can be prepared by individual teachers or by a group of teachers in the same building and then loaned to parents.

   Northern Arizona University:

   I am just finishing a workshop on the educational use of toys in which the Toy Lending Library materials and concepts were presented extensively. Of a class of 19 students, almost exclusively preschool teachers, 9 have indicated that they will write for more information on setting up Toy Libraries.

   Prior to this, in child psychology classes, I have introduced the materials, but not extensively, and did not ask the students what their follow-up action would be.

   University of Miami:

   The concept is stressed in Dr. Alma David and Dr. Betty Rowen's Early Childhood Class EED., 322, 525 and 646.

2. As a result of incorporating the program in your course(s), have Toy Libraries been started?

   Yes 1

   No 1

   If yes, how many? 5

   Comments:

Northern State University:

Too early to tell from the university presentation. I know some have started from the community presentation.

Roz Clark, who was trained at the Far West Laboratory, has also presented the material through Dr. Haskell Cannon in Early Childhood Education classes he teaches at the University.

University of Miami:

No, with an explanation. Introduction to the Parent/Child Toy Lending Library was February 26 & 28, 1973. At this time there were only three months left in the school year. However, many teachers, Head Start Directors, Policy Council, and other parent groups are planning to start libraries as soon as possible.

Parent Questionnaire

A questionnaire was distributed to parents participating in the program at the various demonstration sites by the site directors. The parent was to take the questionnaire home, fill it out, and return it to the site director. Thirty questionnaires were returned to the Laboratory. Following is a summary of the responses to the questionnaire:

1. Where did you first hear about the Toy Library course?

Local news Media	Other Parents	Direct Mail	School District	Other
2	3	0	18	8

Other:
- Was approached by a worker for Toy Library at Dolores Park.
- From a mother in the child observation class I was taking.
- Personal contact by Toy Librarian.
- Notice on bulletin boards around neighborhood.
- Told about the Library at a parent meeting.
- Headstart
- My son told me about all the mother's bringing home toys.

2. Have you talked about the Toy Library to other parents who were not, at the time, taking the course?

Yes 29

No 6

3. About how many other parents have you talked to?

Number 10

4. Did any of them then take the course?

Yes 8 How many? 9

No 16

Comments: Only because this was the last course!

5. In talking to other parents, what are the positive features that you've told them about?

- Toys, and what is learned by them.
- Great movies I've seen about child behavior, etc.
- Beneficial discussions about using toys and about children (Behavior, Learning, etc.)

teaching your child through toys - giving your child a head start.
- Also liked the films - good experience for anyone with young child.
- Mainly the toys you can borrow are educational.
- It's a good method of teaching children, without forcing them.
- How you could take toys home - so that children could be taught at home - about the films and discussions.
- Child likes toys alot - she was very happy!
- Everything about the whole program is great!
- The self-discovery each child experiences through it and the help a parent can accomplish for a child's inner-security.
- How children learn colors, numbers. How to share with each other.
- The chance for the children to learn how to play and learn at the same time. You also put time aside to play with your child which is good.
- How good it is to learn to play with your children and teach them.
- How they could teach their child to learn their colors, and how to speak to them in special words or sentences. And how to teach them how to count.
- It would help them to play and teach their children.
- How will children learn from the different toys they have and how they enjoy learning from these toys.
- A new way to teach your children to learn and also games to play.
- The concept of same and different -- to learn not to say "no" if they answer incorrectly. The children enjoyed the toys very much. They learned to recognize shapes, colors, and numbers.
- The children seem a lot more interested because they are playing while learning. They don't get as bored as they do when you sit down and actually try to teach them.
- Con este programa que yo como madre y mis hijas hemos recibido nos hemos sentido muy felices porque mis hijas obtienen nuevos juguetes cada semana. Y yo, como madre, he visto que mi hija ha aprendido mucho con este bello programa. Gracias.

What are the negative features you've discussed with them?

- Not enough toys provided for children at Toy Library, while parents attend meetings.
- None, except sometimes the hours are not always the most convenient.
- My child was to old for the toys used.
- How not to force there children into playing with the toys.
- They would have liked to come but were in another district. They hope theirs will do something similar.

6. If a similar course was offered for older children, would you participate?

Yes Definitely	Yes Probably	Probably Not	Definitely Not	No Response
19	8	1	1	1

7. In general, do you recommend that other parents take the Toy Library Course?

Yes 28

No 0

No response 2

Additional Comments:

- I enjoyed the course very much, and will recommend it to more friends if the Toy Library is ever continued. I also think that it is too bad that there aren't more such programs as the Toy Library or similar such programs available for parents and their children. The meetings I attended helped me with some problems I've had in raising my child, such as patience. The discussions at Toy Library could be very beneficial to many parents. Because many parents need to be reminded of correct attitudes, etc., in raising little people.

- Hope it will be continued.

- I think it may be better if it were offered, say from 8 to 9 p.m., sixteen weeks, instead of 7 to 9 p.m. for eight weeks.

- Too bad it's ending!

- Child learned alot from it, she was really excited about the toys.

- I think its great to get together and meet other parents and find out what their problems are with their children and find a solution for your own child.

- I think it is a terrific program and should be offered every semester.

- There could be different hours for Toy Library and Reading library. I would like to attend both.

- To have this workshop at a time when it doesn't interfere with the other workshops.

- I enjoyed the relaxing games--trying to act like a child, or seeing another adult acting like a child, helped very much to relate

to my own children.

- I think it was very nice and you should keep up the good work. It really helped the mother with their children. It helped me. I would like to participate in the program again.

- It might be nice to get ideas about how to make simple learning toys for use at home. It also would be nice to get more ideas on using scrap materials from around the house for arts and crafts. We did get some good ideas on this.

- Good program! Si me gustarea comunicarles a todos mis amigos este programa por que este es un gran adelanto para miestra niños.

SUMMARY

Most of the objectives were met in each of the major components of work under the Toy Library grant. The dissemination effort reached all 50 State Education Agencies, staff visits were made to 30 SEA's, and the prepared materials were made available to each of 23 SEA's at orientation sessions. All of the 14 demonstration sites established under the grant were supplied with sets of toys and other materials necessary for training, operation and additional dissemination. Toy Library materials had been incorporated into the Early Childhood Education curriculum at six higher education institutions. Consultant training was given to 25 people, 14 of whom were certified to conduct installation training for Toy Library teacher/librarians. These consultants conducted more than 85 training sessions.

Evaluation data about the Toy Library Dissemination/Utilization effort was sought by questionnaires designed for SEA's, demonstration sites, colleges and universities, and parents who were enrolled in the Toy Library courses. While the questions asked were appropriate to determine the depth of impact of the Toy Library, the response mode on the questionnaire caused the data obtained to reflect only the surface impact. For instance, the SEA questionnaire data shows there were 10 SEA's at which over 20 professional educators asked to look over the Toy Library materials. How many more than 20, at each of the 10 SEA's, was not determined. Also, comments indicated that some requests were one person representing a group of people who would probably review the material. Responses as to the number of Toy Libraries started were also cloudy; "several," "many," and "others scheduled for fall" make it impossible to give an accurate picture of the adoption of the Toy Library.

At the demonstration sites, 302 parents participated in the 25 courses given. Although 34 parents did drop out of the courses, 53 returned to the center after completing their course.

Parents were "recruited" for the courses largely by personal contact and, to a lesser degree, by newspaper and radio publicity. Some course participants recruited other parents to take part. Some criticism of the course was directed to the quality of the toys and the packaging, some at the orientation to young children and English-speaking children. There were suggestions, also, that the Toy Library should be better publicized and that parents should be able to keep the toys for a longer time.

Operational problems at the demonstration sites were completely administrative and logistical, except for some difficulty in recruiting other than middle-class parents.

Colleges and universities got started with the Toy Library orientation so late that it is not appropriate to summarize their responses.

Parent responses were overwhelmingly positive. Course participants recruited other parents, wished that there were more toys and more time and a program for older children.

APPENDIX A

Dear Colleague:

The Office of Education has established the National Center for Educational Communication (N.C.E.C.) for moral leadership and support in disseminating information about tested, validated products and programs that help provide new opportunities for children to learn. One of the N.C.E.C.'s major goals is to make it easy for state education agencies to obtain information about these exemplary programs.

This letter brings you an important message about one well-tested product that is ready for use in your state right now. It is the Parent/Child Toy Lending Library, developed at the Far West Laboratory for Educational Research and Development, Berkeley, California, a public non-profit organization established under the Cooperative Research Act. This exciting toy library idea focuses on the educational needs of parents whose three- and four-year-old children will be entering your schools in the next few years. Because the program is so flexible, it will also work with the kindergarten and primary parents, especially in Title I, E.S.E.A., school, as well as in community centers and churches.

We have arranged with the Far West Laboratory to support a year-long effort to help inform the early childhood and parent involvement specialists in your state agency about every aspect of the Parent/Child program. A number of demonstration toy libraries will be established in various parts of the country, so anyone in your state will be able to visit to see the program in action. Also, a number of consultants are being trained at the Laboratory to help states or local districts get started.

With this letter you will receive a brochure that provides a quick overview of the Parent/Child Toy Lending Library program. In addition, we have arranged for the Laboratory to visit you with detailed information and supporting materials. We hope you will want to meet with the Laboratory representative soon so that all your early childhood staff can share our excitement about the potential of the new Parent/Child Toy Lending Library program.

Sincerely,

Lee G. Burchinal
Assistant Commissioner
National Center for Educational
Communication

APPENDIX A (Cont'd)

May 1, 1972

TO: State Superintendent of Public Instruction

FROM: John K. Hemphill, Laboratory Director

SUBJECT: Parent/Child Toy Lending Library Program

Dr. Burchinal's letter speaks of the National Center for Educational Communication's interests in helping state and local education agencies secure and use the Parent/Child Toy Lending Library program. Let me indicate the first steps we would like to take with you to help parents become involved in the education of their preschool children.

1. As soon as convenient for you, we want to send a Laboratory representative to visit the early childhood education and parent involvement specialists in your department, as well as any other staff members you might designate. At the same time, we hope to meet with the child development and parent specialists of the regional Office of Child Development, D.H.E.W., if they are located nearby.

2. During this one-day meeting (by pre-arrangement) we will show the 20-minute color film "Learning and Growing and Learning" that introduces the Parent/Child Toy Lending Library program and demonstrate the toys and audiovisual training materials. We will also show you descriptive materials that will make it easy for your staff to inform local districts and community groups about the program. We will spend whatever time your staff needs to interpret the evidence that the Toy Library is a tested, validated product worthy of widescale use.

   In addition we would like your help in distributing descriptive literature about the programs and giving us some feedback as to responses in your area.

If you would like to have your staff learn more about this project, the next step is to set up the first meeting between your staff and Dr. Betty Tuck, our project coordinator. Would you ask someone to write or phone her at the Laboratory (415) 841-9710, ext. 53, as soon as possible so that she will know whom to contact in your office and what would be most appropriate date for a meeting?

We are looking forward to working with you as a means of strengthening the relationship between our agency and yours.

APPENDIX B - SEA Contacts and Follow-up

SEA's (by Regions)	Responded to Initial Contact	Received Orientation and/or Training	Demonstration Site
Maine	No		
New Hampshire	Yes	Yes	
Vermont	No		
Massachusetts	Yes	Yes	Yes
Rhode Island	No		
Connecticut	Yes	Yes	
New York	Yes	Yes	Yes
New Jersey	Yes		
Pennsylvania	Yes	Yes	Yes
Maryland	No		
Delaware	No		
West Virginia	Yes		
Virginia	No		
North Carolina	Yes		
South Carolina	Yes	Yes	Yes
Georgia	Yes	Yes	Yes
Florida	No		
Alabama	No		
Mississippi	Yes		
Tennessee	Yes		
Arkansas	Yes		
Louisiana	Yes	Yes	
Kentucky	No		
Indiana	No		
Illinois	Yes	Yes	
Missouri	No		
Ohio	Yes	Yes	
Michigan	Yes	Yes	Yes
Wisconsin	Yes		
Minnesota	Yes		
Iowa	Yes		
North Dakota	No		
South Dakota	No		
Nebraska	Yes	Yes	
Wyoming	Yes	Yes	
Montana	Yes	Yes	
Idaho	Yes	Yes	
Colorado	Yes	Yes	
Utah	Yes	Yes	

Kansas	No		
Oklahoma	Yes		
Texas	Yes	Yes	
New Mexico	Yes		
Arizona	Yes	Yes	
Washington	Yes	Yes	
Oregon	Yes		
Nevada	Yes		
California	Yes	Yes	Yes
Hawaii	Yes	Yes	Yes
Alaska	Yes	Yes	
Washington, D.C.	No		
Puerto Rico	No		
Virgin Islands	No		

APPENDIX C - Demonstration Sites

National Boys Club of America
2403 North Izabel
Flagstaff, AZ 91602

Flagstaff Public Library
11 West Cherry
Flagstaff, AZ 91602

Southside Child Development Center
883 Pryor Road
Atlanta, GA 30303

Queen Ann Building
1270 Queen Emma Street, Room 1106
Honolulu, HI

Kauai Economic Opportunity Office
2786 Wehe Road
Linhue, Kauai, HI 96766

Willa Cather School
2908 West Washington Blvd.
Chicago, IL 60612

Hennigan School
240 Heath Street
Boston, MA

Highland Park Nursery School
Highland Park Public Schools
152 Highland Avenue
Highland Park, MI

St. Paul of the Apostle
124 West 60th Street
New York, NY

The Church of the Brethren
Mechanics Grove, PA

A. M. E. Church
1400 Boyle Street
Pittsburgh, PA 15212

Columbia Urban League
2530 Devine Street
Columbia, SC

Mile High Day Care Center
1575 Gilpin Street
Denver, CO

Far West Laboratory
1855 Folsom Street
San Francisco, CA 94103

APPENDIX D - Universities & Colleges

Northern Arizona University
Department of Psychology
P. O. Box 5774
Flagstaff, AZ 86001

California State College
Division of Psychology, Education
and Health
Rohnert Park
Sonoma, CA 94928

University of Miami
School of Education
P. O. Box 8065
Coral Gables, FL 33124

California State University
Special Education Department
Mental Retardation Program
1600 Holloway Avenue
San Francisco, CA 94132

Memphis State University
Bureau of Educational Research
and Services
Memphis, TN

Southern University
Department of Elementary Education
Baton Rouge, LA 70813

APPENDIX E - Certified Consultants

Mr. Robert Armijo
4645 East Washington
Phoenix, AZ

Ms. April Peterson
636 Kelso Drive
Dallas, TX

Mr. Thomas Franklin
251 Davis Street
Girard, OH 44420

Mr. William A. Harris
2405 Henry Street
Bellingham, WA

Mr. Harvey Pressman
148 Kirksta-l Road
Newton, MA 02160

Ms. Helen Fredrick
363 Old Post Road
Fairfield, CT 06430

Mr. Elliott Williams
136 Cottage Grove Road
Bloomfield, CT

Ms. Pam Williams
State Education Department
55 Elk Street
Albany, NY 12224

Mr. Emmet Kimbrough
Route 1, Box 34
Kelford, NC 27847

Mr. Roger H. Plothow
1189 West 1200 North
Provo, UT 84601

Ms. Edna Brown
835 S. Lorraine Blvd.
Los Angeles, CA 90005

Ms. Kathy Lynch
201 D Boardwalk Avenue
San Bruno, CA 94066

Ms. Hoseanne Martin
1727A Oregon Street
Berkeley, CA 94703